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How to Have a Good School.

A Bulletin for the Use of Teachers.

PREPARED AND ISSUED BY

C. P. CARY,

State Superintendent.

Teachers are requested to preserve this bulletin for use
and direction.

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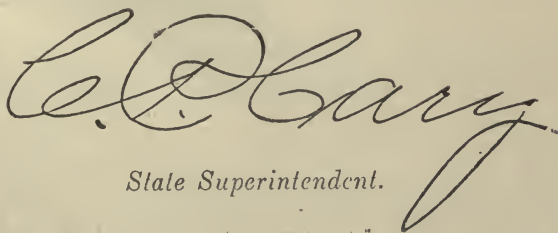
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To Teachers

This bulletin is sent out in the hope that it will prove suggestive to teachers who are earnestly striving to improve their work. It is designed primarily for country teachers. The laws relating to country schools recently enacted by the legislature make it necessary for teachers to be more closely inspected and their work more critically examined than in the past. At least more seems to hinge upon the report of county and district superintendents. The fifty dollars special state aid can not be granted unless the teacher is regarded as successful. This bulletin will help teachers to criticise themselves and thus improve their schools. I would suggest that the teacher might well take up these suggestions item by item, and write down or check off those items in respect to which she is resolved to improve. As she reaches a degree of success that satisfies her in one direction, her mind may be turned with the more energy toward the strengthening of some other weak point.

The teacher is requested to keep this bulletin for her own private use. The suggestions are so brief that study will be required in order to obtain good results. Most of the suggestions and directions are simple and common place, however, and the chief thing needed is a willing spirit and a determined will.

Respectfully,

A large, elegant handwritten signature in dark ink, reading "C. C. Barry". The signature is written in a cursive style with a large, sweeping "B" and a long, trailing flourish at the end.

State Superintendent.



HOW TO HAVE A GOOD SCHOOL.

Physical Conditions.

1. Desirable.
 - a. Commanding view for schoolhouse site.
 - b. A well-kept, neat, attractive yard of ample size.
 - c. A neat, well-painted commodious building with large covered porch, cloak-rooms, closets for supplies, small library room.
 - d. Adjustable seats, good pictures on the walls, etc.
 - e. A good wood-shed.
2. Necessary.
 - a. Good outbuildings; suitable fuel in abundance.
 - b. A good supply of pure water.
 - c. Proper ventilation, and proper lighting of school-house.
 - d. Suitable apparatus and supplies.
 - e. Sanitary surroundings.

The School Board.

1. Should take a personal interest and pride in the success of the school.
2. Should co-operate with the teacher, and give her all the encouragement and help possible without making themselves troublesome.
3. Should be loyal to the teacher, and stand by her, if possible, in all troubles growing out of school discipline.

The Patrons.

1. Should give their hearty support to the teacher and not let local quarrels or factions disturb the peace of the school.

2. Should visit the school occasionally, and should if possible always go when specially invited by the teacher.
3. Should pay little attention to the ordinary school-tales of the children.
4. Should support the board and the teacher in their efforts to maintain a good school.
5. Should send their children to school every day on time if possible.

The Pupils.

1. Should attend school *regularly*, and should be *on time* always if possible.
2. Should have their lessons well prepared *on time* every day.
3. Should take pride in the good name of the school.
4. Should help in all ways they can to make the school a success. This they can do by being regular and prompt, by attending closely to the business of the hour, whatever it may be; by being cheerful, good-natured and ready to obey the teacher; by being ready at all times to help those who need their help on the playground or on the way to and from school.

The Teacher.

The teacher is the life and spirit of the school. "As is the teacher so is the school." If the teacher is cross, irritable and unsympathetic, the school can not be a good one, no matter how favorable the conditions otherwise. On the other hand, an earnest, sympathetic, capable teacher will do much to redeem the most unpromising situation.

1. *She should be master of the situation.* She should show good generalship. Teachers who have much or long-continued trouble with the discipline are not good generals. They may lack tact, good sense, firmness, courage, scholarship, interest in the work, training, pleasing and forceful personality, or some other thing; but the lack is there, and they should analyze themselves till they find out what is wrong and then remedy the fault or quit the business of teaching.

2. *She should be courteous and dignified*, not easily annoyed or angered. This does not mean she should be indifferent to disorder or to inattention on the part of pupils to their duties. She should greet her pupils pleasantly, but not gush over them; should so conduct herself that they will feel free with her, but not familiar; their respect should be deep and genuine. This can be brought about only when the teacher is earnest, sympathetic, dignified and competent, living for her school and with her school.
3. *She should be prompt*,—never tardy in getting to school, never tardy in her work in the school room, never tardy in calling school to order, but never in too great a hurry to get away from the schoolhouse at noon or at the close of the day. (Some teachers remain at the schoolhouse much longer than is necessary. This is an unfortunate habit, for the air is usually bad, and a change of scene after the labors of the day is much to be desired.)
4. *She should be firm*, and should be so confident of herself that she can talk in low decisive tones without threat or bluster even under the most trying circumstances.
5. *She should be natural*, should be herself. But the natural self should be ladylike, dignified, courteous, alert, and active.
6. *She should be physically well*. Doubtless many good teachers are not blessed with good health, but this is a great misfortune at best, and it makes successful work much more difficult. Often people suffer needlessly for years because they fail to get the advice of competent physicians. Often people are not well simply because they do not pay proper attention to the well-known laws of health.
7. *She should be progressive*. "Only growing teachers are fit to lead growing pupils."

8. *She should be devoted.* "Teaching demands consecrated lives, and the time and energies of the most gifted."
9. *She should be prepared.* "The prepared teacher works in the light of the educational thought and experience of all the ages."
10. *She should be just.* Otherwise pupils will not respect her and her influence will be minimized.
11. *She should be tactful.* The tactful teacher will avoid many unnecessary conflicts, and disagreeable situations.
12. *She should be courageous.* A schoolroom is a poor place for a timid, shrinking soul. The teacher should be a leader, fearless, conscious of her own power, self-possessed even when most sorely tried. The teacher who does her duty has the support of the laws, the school board, the enlightened public sentiment of the district, and best of all, her own conscience. A teacher should so teach and so govern that she will not in the years to come have to blush at the recollection of her weakness or cowardice. Often she will be in doubt, as to what is best to do, but she should throw her fears to the winds in settling the question.

ORGANIZATION AND DISCIPLINE.

The teacher should organize and systematize everything relating to her school and her work, that can properly be organized and systematized. Children get into the habit of being systematic and orderly if they are properly supervised and trained by the teacher, and when this is accomplished the battle is well-nigh won. There should be a regular program for recitations and *it should be followed*. There should be a study program for all pupils old enough to study, and *it should be followed*. A simple, quiet method of calling pupils to the class and of dismissing them from the class should be used. (Do not use a jangling, noisy call-bell.) The same holds with reference to dismissing school. Pupils should never be boisterous in the schoolroom. At recess and in bad weather they may laugh and talk, but not run and romp and scream. A quiet, self-possessed, determined, but sympathetic manner, is necessary on the teacher's part to bring about the necessary results. To this I would add *persistence* and *steadfastness*, for without these qualities nothing else is of avail in dealing with children.

Many a teacher gives up on the eve of success. Then all her efforts are wasted. It should always be remembered that to organize and systematize the work of a school takes time, effort and determination. Habits have to be formed, but the habits thus formed are valuable for life. Where system prevails large quantities of work can be easily accomplished, but where there is lack of system the work suffers and the pupils make little progress. System should not be applied where it will do harm, as for instance in the order of calling on pupils in the recitation. The teacher who in the recitation begins at a certain place in the class and passes to the next in regular order, is making a blunder. No pupil should ever reach the point where he thinks he can guess what question he will be asked.

"In directing the affairs of the schoolroom, let the voice be low, clear and decisive,—impelling quiet, thoughtful attention to the exercise. All directions, whether by word or signal, should be exactly followed by every pupil. The school should move as a unit. We frequently hear teachers direct as if they did not anticipate obedience. The teacher should expect and

should obtain absolute compliance with her least request and this from all the pupils in the room without delay." Quoted from Miss Arnold's "Waymarks for Teachers."

One word of caution. Some teachers are naturally martinets. Such persons worship order. If such persons can have implicit obedience of pupils instantly and always at the word of command, they feel that the chief end of life is attained. Such schools are apt to lack the hearty, wholesome spirit so much prized by every capable and right-minded teacher. The ideal discipline is not of the martinet type obtained at the point of a stick or through the tongue-lashings of a scold. Good order should be of the cheerful, hearty, co-operative sort where a fine spirit prevails. Occasionally on account of mismanagement a school gets into a state of rebellion. Under such circumstances heroic measures may be necessary for a time.

"So far as the pupils are concerned, the tests of sound class discipline are (1) prompt and willing obedience, (2) close attention, (3) pleasure in giving satisfaction to the teacher, (4) eagerness to answer questions combined with thoughtful answering, (5) good manners and right conduct generally, (6) thoroughness in work, (7) good order without unnecessary physical restraint, (8) collective and individual self-control.

On the other hand, the teacher, in order to assist in creating these qualities and to maintain them, should be

(1) *Patient and sympathetic.* Sympathy is the key to perfect mastery over the pupils.

(2) *Quick in decision.* A firm but kindly exercise of power calls forth a child's respect.

(3) *True to his own commands.* It is as a rule a mistake to repeat an order. It is better to watch and wait until it has been fully obeyed, naming an individual or individuals if necessary. Nothing is more fatal to discipline than to allow one act of disobedience to pass—even when that act is only one of omission.

(4) *Careful to husband the voice.* Shouting or noisy demonstration of any kind creates a bad impression. The teacher's eyes will aid the voice if they are used to cover the class.

(5) *Careful to sustain the childrens' interest.* Every step ought to be one of progress and the pupils should be made to feel it.

(6) *Just.* Praise of good work or worthy conduct is valuable. Blame, on the other hand, should be used sparingly.

(7) *Consistent in her demands.* Abundant energy at one time and slackness at another, with corresponding demands upon the scholars, are mischievous in their tendencies.

(8) *Mindful that discipline is not an end, but a means to complete living.*

(9) *Firm, self-reliant and possessed of self-control.*

(10) *Careful to avoid corporal punishment if possible.* The instruments of reformation are *employment* and *reward* —not punishment.

(11) *Attentive to the pupil's physical comfort.*

(12) *Always willing to give free scope for individual development.* Self-expression should be encouraged. It avails little to tell children to be good: they must be *led* in that direction. One of the surest ways into the heart of the child is for the teacher to associate himself with what calls forth some of the happiest moments of its life."

The above sensible suggestions on discipline are taken from S. E. Bray's "School Organization."

RULES AND PUNISHMENT.

The teacher should make few rules, and such as she does make should usually be general in character. The rules should be reasonable, well understood, and regularly enforced. Many teachers make too many rules; and children if conscientious, have to think too much about the question of whether the rule allows this or that or forbids. Children that are not so conscientious will make little effort to remember or to observe the rules when too numerous.

It is usually necessary to have some regulations about leaving seats, applying to the teacher for help, and such other matters as may be found necessary to bring about order and study during school hours, but so far as conduct is concerned, pupils generally know what is becoming, proper and right and what is not, and it is certainly not necessary to have rules to cover such cases.

It is not necessary for instance to have a rule that a big boy

shall not abuse a little boy, or that pupils shall not be vulgar and profane in their talk, or annoy and disturb passersby on the road, or near neighbors. Punishment may be administered in such way as may seem proper to the teacher without saying anything about a definite rule of the school. When a pupil "knows better" than to do what he did, there is sufficient justification for punishing him.

This leads me to say that all punishments should be (1) as appropriate to the offense as possible, (2) as mild as may be without being ineffective, (3) should be graded according to the character of the offense, the frequency with which the offense occurs, and the mental attitude of the child at the time of committing the offense.

Sometimes offenses are committed with deliberate intention on the part of an older pupil. This, however, is rare except in schools taught by weak and incompetent teachers. On the other hand, most offenses are committed by the pupil unintentionally, thoughtlessly, or in a spirit of fun.

A teacher is often at her wit's end to determine the kind of punishment that should be used. The most useful and the most available is *censure*, but the teacher must exercise great care not to let censure degenerate into nagging, or the calling of names, or the ridiculing of the child or his family. There may be times when a bit of ridicule is wholesome and proper, but this should be administered rather in the spirit of pleasantry than in the spirit of anger. Usually when censure is given the teacher should follow this suggestion from Fenelon: "Never tell a child of a fault without at the same time suggesting some mode of redressing it which will induce him to put it into practice; for nothing is to be more avoided than that chagrin and discouragement which are the consequences of mere formal correction."

Other forms of punishment are *bad marks*, *separation from the other children*, *making the pupils stand in the corner* or by the teacher's desk, etc. Such punishments have only a limited value and should be administered with caution. A very sensitive child when forced to stand by the teacher's desk or in a corner, often takes the punishment to heart to a degree little dreamed of by the teacher; while a stubborn, thick-skinned boy is likely to be made worse by this process. Such a boy will also

seek opportunities when the teacher's back is turned, to amuse the other pupils at the teacher's expense. Again, teachers often force pupils to stand longer than they ought to stand, or to study in a dark corner where it is injurious to the eyes.

Some of the old forms of punishment that our grandparents suffered from, such as kneeling on the sharp edge of a stick, holding out weights at arms length, washing out the mouth with soap, and other forms of barbarism, have fortunately passed out of use.

Another mode of punishment in common use is *detention*. Pupils are kept in at recess or detained after school as a punishment. If a pupil is kept in at recess he should be permitted to leave the schoolroom for a few minutes before the recess period or after. Such detention, particularly detention after school, comes to be a serious fault with many teachers. It not only becomes useless as a mode of punishment after a time, but it also has its dangers. In winter it is but a short time from 4 o'clock till dark and many pupils have long distances to go to reach home. Parents are often very much annoyed and their plans interfered with by such detention of their children, to say nothing of the anxiety that they often endure. Nevertheless within reasonable limits detention is proper punishment.

Another proper punishment under proper limitations, is *tasks*. Often when pupils have neglected lessons some sort of task is proper. The danger here, however, is that such tasks will beget distaste for school and distaste for study.

Another method of punishment is *deprivation of pleasure*. Skillful teachers succeed in using this method with much success. The skillful teacher finds various ways in which to make school life enjoyable. There are many things that a teacher may properly permit pupils to do or not, as she may think best. A privilege the writer used to value highly when a country pupil was that of going with a companion for a bucket of water. The well was two or three hundred yards from the schoolhouse. This made an interesting and pleasant diversion. Idleness might very properly be a reason for not permitting such a diversion. This illustration is only one of a score or more that might readily be recalled. Such punishments, however, have their good effect mainly in cases of occasional offenses and not habitual ones.

Corporal punishment is occasionally required, though the

stronger the personality of the teacher, the greater her sympathy and skill, the less the necessity for it. If administered at all it should be done with a suitable instrument, should be administered in moderation, and should be regarded by the teacher as a last resort.

The best teachers find it necessary to punish to some extent. Children are not perfect. But the best teachers so far as discipline goes are those who have the best order with the least effort. Young and inexperienced teachers, and those who have had experience but are naturally weak in discipline must make greater efforts in governing and must resort to punishment more frequently. *The school must be governed.*

REWARDS.

"School government is dependent upon a system of rewards as well as punishments. A child should study his lessons and behave properly from a sense of duty; but, unfortunately, the sense of duty is weak in the child, and has to be cultivated. The cultivation of a proper moral sense is the great aim of school life, but this is the work of years. Then, since the best motives are weak, some inducements to right conduct must be held out to children: hence the necessity for rewards."

The chief and readiest form of reward at the disposal of the teacher is *praise*. It is evident that praise must be bestowed in a discriminating way if it is to produce proper effect. Many teachers get into the habit of saying little to their pupils about their work and conduct except to find fault. This is a serious mistake. A teacher who is watchful may find occasional opportunities to give sincere and merited praise to even the worst and most indolent pupils. Some children have an excessive desire for praise, but the sensible teacher will avoid going to extremes.

Another form of reward is school *privileges*. Most children take it as a great favor to be able to do an errand, pass books and pencils, assist another pupil in his lessons at the request of the teacher, serve as monitors, and the like. These favors may be bestowed by the teacher upon those who have done unusually well not as compared with other pupils necessarily, but as compared with their own usual efforts. Great care should be exer-

cised not to fall into the habit of showing these favors to certain pupils only.

Another method of reward is *place-taking*. "This, in the form of emulation, is perhaps the most powerful known stimulus to mental effort. Its defects are—

(a) It is apt to be anti-social; i. e. it is apt to raise enmity in the class.

(b) It is often too energetic in its application. Children are sometimes moved up and down so frequently and in such a summary fashion that its force as a legitimate stimulus is lost.

(c) It is limited to the gifted."

If the teacher takes care to minimize or obviate these defects, place-taking may be used to good advantage.

Another form of reward is *prizes*. Prizes, however, are subject to the same objections as place-taking. Prize-giving should be used with great discretion, if at all, by teachers. The opportunities to win the prize should be approximately equal for all.

"Discipline may be secured by the legitimate use of child activity. Drill, marching, music, change of lessons, a proper alternation of subjects in the school curriculum—e. g. a mechanical lesson like writing might follow a lesson of great mental effort like grammar—orderly changes of place and attitude, and generally every incident in the school program, should be conducted and regulated with a due regard to their value as aids to good discipline."

The above quotations have been made from Dexter and Garlick's "A Primer of School Method."

THE RECITATION.

Superintendent Greenwood of Kansas City in his "Principles of Education Practically Applied" gives the following brief directions to teachers in a chapter on "Methods of Conducting Recitations."

1. Speak

(a) in low tones, (b) distinctly, (c) not too rapidly.

2. Do not prompt or assist

(a) in the recitation, (b) in examination.

3. Be polite to pupils.

4. Do not repeat
 (a) questions, (b) answers.
5. Govern yourself.
6. Govern your pupils.
7. Prepare for recitation.
8. Let your acts and words be worthy of your profession.
9. Be (a) original, (b) enthusiastic, (c) energetic, (d) spirited, (e) sympathetic, (f) kind, (g) cheerful, (h) firm, (i) self-possessed, (k) dignified, (l) patient.

The teacher will receive very little benefit from reading over suggestions such as the above, unless she does it with the determination to test herself and to try to improve in respect to those things in which she is weak.

With reference for example to the above suggestions in regard to schoolroom tones, it ought not to be difficult for the teacher to determine whether her schoolroom tones are pleasant, properly modulated and sufficiently distinct. Likewise she may readily discover by a little effort and self-examination whether it is her custom in the class to help children along with the spelling of difficult words and the like, when the child should be left to himself to fail or get the matter right as the case may be.

A few months ago I saw quite a remarkable spelling exercise in one of our schools. The pupils were spelling with apparent ease words that children of their age and degree of advancement could scarcely be expected to spell at all. But by watching the teacher, I discovered that her lips pronounced every letter in such manner as to enable the children to read the lips as deaf children are taught to do in our deaf schools. If the teacher had pronounced "hippopotamus" and the children had never heard the word before, the chances were that each one would have spelled it correctly.

It is necessary for teachers to watch themselves very carefully in order not to recite for the children. This applies not only in primary schools but in all grades of schools, even high schools. In like manner each of the above suggestions may be gone over thoughtfully by the teacher and actual tests made where that is possible. Some of the suggestions under "9" may be of a character to defy ordinary self-analysis and self-observation. A teacher who can truthfully say to herself that she is enthusiastic, energetic and spirited, should study herself

carefully to see if she is also firm, self-possessed, dignified and patient. The first set of characteristics are by no means always found existing with the second set. To be original it is necessary, except in the case of the genius, for the teacher to devote much thought to her work in the way of making plans, thinking out new devices, and new ways of presenting old subject matter for review. So far as the effect upon the school is concerned it does not matter whether the idea or plan is one that the teacher originated or adopted from some outside source, provided she has fully mastered the idea or plan and fully believes in its value.

MAXIMS.

The following seven maxims are given in White's "Art of Teaching."

1. Observation before reasoning.
2. The concrete before the abstract, sense-knowledge before thought knowledge.
3. Facts before definitions or principles.
4. Processes before rules.
5. From the particular to the general.
6. From the simple to the complex.
7. From the known to the related unknown.

These maxims are not readily understood by inexperienced teachers or teachers who have had no training in pedagogy. White says, "These several maxims specially relate to elementary instruction, and they are not presented as universal principles of teaching." These maxims would afford excellent subject matter for discussion between two teachers or in a group of teachers in occasional meetings in the evening. I would suggest the advisability of such occasional meetings where teachers board near enough to be able to spend an evening now and then together in discussion of professional matters.

The general substance of these maxims may be expressed briefly in this way: The teacher should begin in her teaching in any branch where facts and principles are to be learned, with that which is near at hand, easily understood, more or less familiar to the children, and interesting. In geography for instance, the teacher should commence with home geography and

familiarize the pupils as far as possible, with the geographic facts that may be observed about them. From this study the teacher may proceed to things more distant, less well known, or not known at all. In this way she can make use of the familiar facts and observations in explaining and interpreting facts that do not fall under observation.

In grades below the high school at least, subjects should be taught by the appropriate use of objects. A physiology class that is studying the heart for example, should be given the opportunity to study the heart of some animal, as that of the beef, sheep or chicken. Teachers commonly forget how valueless mere words are. When children fail to have before them the real objects, or adequate mental images of the things discussed, they might as well be out playing or at home working, so far as the learning process is concerned.

ENDS IN TEACHING.

Dr. White, in the book referred to above, states that there are three ends to be obtained in teaching, (1) knowledge, (2) power, (3) skill. These he calls the three fundamental ends of teaching.

To accomplish the first end the pupil must master so that he can use them on the instant and without the slightest hesitation or inaccuracy certain kinds of knowledge such as the multiplication table, the addition table, tables of common weights and measures, the spelling of common words, the rules for capitalization, and the like. This requires abundance of drill upon the fundamentals.

He should also have his mind stored with useful principles, useful maxims, information regarding his rights and duties as a citizen and the like.

To accomplish the second end (power) and the third end (skill) it is only necessary to carry on the knowledge-getting process wisely and vigorously, upon well selected subject-matter.

Power and skill are closely related, and have reference to the ability to apply knowledge effectively and easily. Power and skill come largely from practice. A teacher, for example, may have at her command a great fund of knowledge concerning the art of teaching school, but power and skill come only by experience.

THE MOST IMPORTANT THINGS.

Successful teaching depends upon the emphasis that is thrown upon the most vital aspects of the school work. The most important matter of all is not the teaching of arithmetic or grammar, but the *development of character*. Now character is a word which includes in its meaning *habits* and *motives*.

Right habits are of slow growth, and the highest motives that appeal to men and women are beyond the mental reach of the younger children in our schools. It follows that character building both on the side of habits and the development of motives, must be a slow, but should be a consecutive, process.

The principal habits that the teacher should especially strive to fix, are regularity, obedience, politeness, punctuality, concentration of attention upon the proper business of the hour, truthfulness, honesty, reliability, thoroughness, and fair dealing with others. A pupil should develop self-control and should gradually grow to the point where he is law-abiding and ready to do his duty as he sees it.

Baldwin in his "School Management" gives what he calls a "school code," which it will be observed bears upon this matter of habit. The first is, *work quietly*; the second, *be regular*; the third *be prompt*; the fourth, *act properly*; the fifth, *do right*.

On the side of motives Baldwin gives first what he regards as base and low motives that should be avoided. These are malevolent motives, selfish motives, fear and flattery, rivalry and marks; but the royal motives, the motives to be used by the teacher according to the same author are, (1) desire for good standing, (2) desire for approbation, (3) desire for knowledge, (4) desire for efficiency, (5) desire for self-control, (6) desire for future good, (7) sense of honor, (8) sense of right, (9) sense of duty. It will be observed that these motives are graded into a system. This does not mean that a teacher must begin with the desire for good standing as the first motive and progress step by step up to the highest, for even young children may be appealed to often upon the basis of one of the higher motives, as for instance the sense of honor. Nevertheless the arrangement is approximately that in which teachers will find motives actually appealing to children. A young child will have

a very feeble sense of duty but may have a keen appreciation of good standing, and the approval of the teacher. The teacher should appeal to the higher motives as rapidly as her pupils reach the plane upon which these motives are effective. It should be remembered also that pupils who do not ordinarily respond to high motives may occasionally be exalted to that plane through some occurrence in the school or through the reading of noble literature. The teacher who succeeds well as a character builder has the first and chief qualification of a good teacher. If she fails here her work is a failure, no matter how brilliant her ability as a teacher in the ordinary branches of study.

The next most important thing after character development is to make the instruction in the schoolroom so vital and so closely connected with ordinary human affairs, that the years spent in the schoolroom may be years in which the future citizen is rapidly acquiring the knowledge, power and skill, that will be most useful in life. In order to accomplish this end it is highly important that as much of the teaching as possible should be applied to the affairs of daily life. If pupils are taught mensuration in arithmetic they should be taught to apply this knowledge in practical ways, ways that easily suggest themselves to thoughtful teachers.

The most important branch of study in the common schools is **READING**. If the teacher is able to teach reading intelligently and well she is doing more for her pupils than she could do by ability and skill in any other one branch of instruction. Failure in teaching reading is vital failure. To teach reading well includes appreciation of the literature found in the books used. That which makes reading so valuable a school study is the fact that it is the key to all other studies, and it is also a key to growth and development to the end of life.

The following breezy suggestions are quoted from President A. R. Taylor's "Among Ourselves."

These suggestions do not apply to all teachers all the time, but they do apply to some teachers some of the time.

Wake up! Whether you are a sleepy teacher or a sleeping teacher it is surely time for you to wake up. Your pupils see that you are stupid and slow, and they are running away from

you. You are wasting precious time and allowing golden opportunities to go by unimproved.

Wash up! A sleepy teacher needs to wash up. Nothing but a good body bath and vigorous rubbing will bring him out of his stupor and start circulation. The sleepy teacher is sure to be slovenly in person as well as slovenly in his schoolroom and in his work.

Brush-up! Your clothing as well as your hair needs brushing at least once a day. Dust your books, your desk and the furniture generally about the schoolroom. Have you failed to notice the cobwebs in every corner, the old rusty stove, and the greasy-looking blackboards? But you need to brush up mentally still more.

Brace-up! Your despondency and hesitancy have almost unfitted you for any aggressive action.

Look-up! It is vision that awakens and quickens and inspires. It is outlook that calls forth impulse and simplifies power and vitalizes faith.

Work-up! The notion that youth is the only time to learn died long ago. The teacher who holds a first grade is simply a little better prepared to learn than the one who holds a second or a third grade,—that is all.

Keep up! It is not enough to work up; you ought also to keep up. No matter what your attainments may be, you will quickly fall behind if you slacken effort.

“Three things you need to succeed: Learning, piety, and common sense. If you lack the first, go to college; if the second, pray earnestly to God for it; if you lack the third, neither man nor God can help you.”

Such was the suggestion of an old Scotch divine to a candidate for the ministry. It needs little modification to apply to the teacher.

DONT'S.

- Don't stand too near the class.
- Don't take hold of a pupil to put him in line.
- Don't censure trifling errors severely.
- Don't complain or grumble.
- Don't criticise the teacher who preceded you.
- Don't, as a rule, sit while teaching.
- Don't give commands when you might give suggestions.
- Don't show temper in dealing with parents.
- Don't dispute with an angry parent before the school.
- Don't make spiteful remarks about parents.
- Don't try to teach without good order.
- Don't suppose the children like to have their own way. They like to be governed.
- Don't try to drown noise by greater noise.
- Don't call for order in general terms.
- Don't be strict to-day and lax to-morrow.
- Don't force children to sit long in the same position.
- Don't punish without explanation.
- Don't allow whispering.
- Don't punish by pulling ears or slapping.
- Don't question in rotation.
- Don't repeat a question for the inattentive.
- Don't try to teach too much in one lesson.
- Don't be satisfied with partial answers.
- Don't talk too much.
- Don't think that when you have *told* your pupils something you have *taught* them something.
- Don't tempt pupils by the self-reporting system.
- Don't fail to get acquainted with the people in the district, particularly the members of the school board.
- Don't fail to devise some sort of exercise occasionally to bring out and interest the parents.
- Don't arouse the emotional nature of sensitive children too much.
- Don't fall into the habit of repeating answers. Occasional repetition for a purpose is allowable.
- Don't be satisfied with one correction of an error.

Don't fail to drill and review systematically upon the important matters you have tried to teach.

Don't forget that it is your business to *teach* as well as to hear pupils recite lessons.

Don't forget that teaching and governing a school is a difficult art, which requires study and painstaking effort.

Don't fail to encourage your pupils to do their best.

Don't drive if you can lead.

Don't let your school run away with you. GOVERN THE SCHOOL WHATEVER YOU DO OR FAIL TO DO.

Don't forget that the best way to govern is to GIVE PUPILS PLENTY OF INTERESTING AND PROFITABLE WORK TO DO. The teacher who succeeds in working up an abiding interest in study will have little trouble with discipline.

Don't fall into the habit of repeating "Quickly!" "Carefully!" "Quietly!"

Criticisms that are frequently made by those who inspect country schools.

*The teacher does not make intelligent use of the Common School Manual.

"Pupils are not prepared for the work they are undertaking to do."

"The school is not well organized."

"The discipline is defective."

"The pupils run to the teacher to ask questions while she is conducting a recitation."

*"The teacher is indifferent; lacks interest."

"The teacher spends too much time and exhausts her energies in attending parties."

"The teacher does not keep a neat and orderly desk."

*"The teacher does not know how to explain difficulties."

"The teacher does not call school on time in the morning, at noon or at recesses."

"The teacher eagerly watches the clock and seems eager to get away."

"The teacher is slow and pokey."

*“The teacher does not teach, but stands in a helpless way and lets the class exercise go on as best it may.”

“The teacher is a poor writer and cannot stimulate the pupils to write well.”

“The teacher is a poor reader and cannot help pupils to acquire the art of reading in a pleasing and intelligent manner.”

*“The teacher fails to see or to take notice of the disorder.”

“The teacher has not a strong grip upon the school, but ‘fights it out’ every day as best she can.”

“The people of the district are not interested in the school and the teacher does not know how to improve the school sentiment in the community.”

*“The teacher is timid, afraid of the pupils, the school board, and the patrons.”

*“The teacher lacks life and animation, and the school is dead.”

“The schoolroom is not decorated and looks dingy and forbidding.”

“The outbuildings are in bad conditions.”

“The room is not properly heated, lighted or ventilated.”

“There is little or no apparatus.”

*“The library is not properly used or properly taken care of.”

“The teacher does the janitor work and she does not do it well.

The fire is not built in time to have the room warm in the morning, the sweeping is not properly done, and the dusting is not properly attended to.”

“The attendance is irregular and pupils are frequently tardy.”

*“The teacher takes no pains in assigning lessons.”

“There are too many recitations in the daily program.”

*“The teacher does not stimulate thought.”

*“The teacher does not know what it means to give proper drill.”

The above criticisms have come to the office with much frequency in the reports of official inspectors, institute conductors, and others, who have gone out into the country schools to inspect the work. These criticisms should be read over carefully and repeatedly by the teacher with the purpose in view of asking herself what ones among them might be justly applied to her. Those marked with a star are especially important.

Some of the more important questions an inspector or superintendent will ask himself and answer from observation when he visits a school.

1. Are the pupils at their seats studying or otherwise properly employed?
2. Are they at work in a vigorous manner, sitting in good position, and seemingly enjoying their work?
3. Are pupils watching the teacher and taking advantage of every opportunity to engage in sly forms of disorder, such as whispering, note passing, throwing paper wads, changing seats, etc.?
4. Do pupils find frequent excuses for getting up and moving about the school-room?
5. Are pupils loud and boistrous in the school room when dismissed or at recess?
6. Are the recitations for the older pupils vigorous thinking exercises, combined with suitable drill exercises? Are the recitations for the younger pupils animated and bright?
7. Do the pupils seem to enjoy the recitation, or do they appear listless and bored?
8. Does the teacher hold the close attention of all her pupils during every recitation?
9. Which does she seem to get hold of best in the class exercises, the older or the younger children? How is this fact to be accounted for?
10. Does the teacher seem alert, vigorous, self-poised, competent? If not, is the failure due to lack of health, lack of nourishment, lack of sleep, lack of interest, lack of knowledge, lack of training?
11. Does the teacher keep the records properly?
12. Does she seem well prepared on every recitation she attempts to hear?
13. Has she a good program which she follows? Has she study program for pupils to follow?
14. Does she study individual pupils so as to know what they are most interested in and what their ambitions are?
15. Does she get to school in good season every day, and call school promptly in the morning, at noon and at recesses?
16. Does she "keep in" to any marked extent?

17. What are her favorite modes of punishment? Are they satisfactory modes?
18. Is her school-room neat, orderly, home-like?
19. Do her pupils take delight in her smile of approval and is her lightest word of reproof keenly felt?
20. Does she adapt her work to the children's needs?
21. Does she criticise faulty work intelligently and in a manner to impress children?
22. Does she illustrate the lessons in simple, effective ways?
23. Does she *show* pupils how to do that which they lack skill in doing? Does she explain the difficult points in the lesson in such maner as to make it simple for the children to grasp?
24. Does she assign lessons with painstaking care, but without waste of time?
25. Does she talk too much, or too little?
26. Is her manner bright and enthusiastic, or cold and heavy?
27. What is her greatest strength? Her greatest shortcoming?
28. Are the outbuildings clean?

(The inspector or the superintendent should tell the teacher in proper spirit and manner what his answers to the above questions in the main are before leaving the school, *but not in the presence of the pupils.*)

To the Teacher:

Kindly allow me to make a few suggestions more personal in character than those that have preceded. The great majority of teachers are persons of high ideals, worthy motives and unselfish character, but there are some who through thoughtlessness, lack of purpose, or instability of character, bring reproach upon the fair name of teacher. One way in which this is done is by the uncereemonious breaking of contracts with school boards. All teachers should consider their word, whether given in formal contract or by mere verbal promise, as absolutely binding upon them, unless sickness or some other insuperable difficulty should prevent the carrying out of the agreement. One course is always honorable in case the teacher is offered a much better position than the one she is engaged to fill. That is, to go to the school board in person, state the case, and assure them that she is ready to carry out her contract with them in good faith unless they can see their way to secure another satisfactory teacher. If she gets the consent of the board in this way her resignation may then be tendered. Under such circumstances there should be no begging or pleading or statements that would lead the board to feel that they would have a dissatisfied and perfunctory teacher on their hands if they did not grant the release.

Some teachers go to extremes in the matter of dress and thus create unpleasant comment in the community in which they teach. One extreme is to overdress; the other, the opposite extreme of carelessness in dress. School board members have frequently spoken to me of the teachers employed by them in respect to this matter of dress. Generally the criticism has been of the latter character mentioned above. Board members always say that they do not wish their teachers to dress expensively and that it would be inappropriate and out of place for them to do so, but that they should be neat and clean.

Another criticism that board members have made with considerable frequency is that the teacher is too much given to social affairs, particularly to attending parties. They believe that no teacher can be up to her full measure of alertness, cheerfulness and general ability when she has spent a good share of the preceding night in dancing. Sometimes the opposite criticism is made that the teacher is lacking in social qualities.

Another criticism that school boards sometimes make is that teachers occupy the time in school hours in reading novels, doing fancy work and writing personal letters. It may be difficult for the teacher to occupy all her time in a small school in ways that are beneficial to pupils. If she overdoes the matter of helping them she makes them dependent upon her and thus hinders their progress. Nevertheless it is unsafe and wrong for a teacher, except on rare occasions, to devote herself to anything in the schoolroom other than that which bears directly or indirectly on her school work. If she has so much time on her hands that she does not know what to do with it, she may spend some of it in reading professional literature or in studying ways and means for improvement in her school.

While none of these criticisms may justly apply to you, yet it is well constantly to guard against the possibility of such criticisms. Sometimes thoughtless teachers say that it is nobody's business what they do out of the schoolroom, but the fact is that the teacher is judged, and properly judged, by what she does out of school as well as by what she does in the school, and this any teacher can readily see and appreciate if she is worthy to be a teacher at all.

You are either growing professionally, are at a standstill, or retrograding. It is impossible to be at a standstill for even a month, so that you are actually either progressing in knowledge, character and skill, or you are doing the opposite.

One of the laws recently enacted had for its purpose the progress of the teacher in one direction at least. This law permits a teacher who holds an unexpired third grade certificate or a county training school certificate, to write on two or more of the additional branches demanded for a certificate of the second grade. If the applicant is successful in securing the required standing in any two of the second grade branches, the superintendent is authorized to issue to such applicant a third grade certificate based upon the previous third grade certificate or upon the county training school certificate. This new third grade certificate is for one year, and if on or before the expiration of this new third grade certificate the holder completes the second grade examination, the county superintendent is authorized to grant a certificate of the second grade. This certificate is valid

for three years. Further, if at any time during the life of the second grade certificate so obtained any applicant shall successfully write in the additional branches required for a first grade certificate, the superintendent is authorized to grant such first grade certificate valid for five years.

You will appreciate the fact that the higher grades of certificates will probably mean for you if you do not now hold a first grade a larger reputation as a teacher, better positions, better advantages, better professional standing and better pay.

If there is anything in connection with this circular that puzzles you or that you do not fully comprehend or any suggestion that you think it would be unwise to follow, I would suggest that you talk with the county superintendent, or if this is inconvenient, with other teachers who are within your reach.

With best wishes for your success in teaching and for your personal advancement, I remain

Yours sincerely,

C. P. CARY,

State Superintendent of Schools.



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